DOCUMENT RESUME

ED 226 809 JC 830 136

AUTHOR Kistler, Kathleen M.
TITLE REPP: A Case Study in Federal Financing--Long Term Fiscal and Instructional Implications. A Project Report.
INSTITUTION College of the Redwoods, Eureka, Calif.
PUB DATE 15 Mar 82
NOTE 25p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Counselor Attitudes; Federal Programs; Job Layoff; Lumber Industry; *Participant Satisfaction; *Program Costs; Program Evaluation; Questionnaires; Reentry Students; *Retraining; School Surveys; *Student Attitudes; Student Needs; *Teacher Attitudes; Two Year Colleges; Two Year College Students; Unemployment
IDENTIFIERS *Redwood Employees Protection Plan CA

ABSTRACT

A study was conducted at the College of the Redwoods to analyze the fiscal, institutional, and instructional impact of the Redwood Employees Protection Plan (REPP) program, a federally funded retraining program for timber workers displaced by redwood park expansion. The study involved telephone interviews with 37 former and current students, 16 faculty members, and 3 counselors regarding their experiences with the program. In addition, REPP contracts, budget reports, student schedules, and data from the Learning Assistance Center and Business Office were analyzed to determine the costs and revenues of the program. Selected findings revealed: (1) more than 50% of the REPP students reported satisfaction with the program, their courses, and their instructors; (2) at least 30% said they needed more information, encouragement, and guidance to explore new careers and educational opportunities; (3) 63% of the instructors indicated that REPP students generally performed above average in class; (4) all of the counselors indicated that REPP students initially required more than average counseling time and two felt that REPP students had higher than average completion/success rates; and (5) net revenue to the district resulting from REPP totaled $42,291.45 in fall 1981. Based on study findings, recommendations were made for improving the program and for future involvement in specially funded programs. The survey instruments and job market data are appended. (DAB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED226809

# REPP:

# A CASE STUDY IN FEDERAL FINANCING--

# LONG TERM FISCAL AND INSTRUCTIONAL IMPLICATIONS

A PROJECT REPORT

SUBMITTED BY

KATHLEEN M. KISTLER

MARCH 15, 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Kistler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 830 136

## PURPOSE

This project was multi-purpose:

1. to analyze the fiscal, institutional and instructional impact of the REPP program of College of the Redwoods;
2. to make recommendations regarding the REPP program specifically; and
3. to make recommendations, based on the study of REPP, regarding the college's participation in specially funded programs.

## METHOD

Background information about the REPP program was obtained through reviewing the REPP reports and documents and meeting with Fred Ball, administrator of the REPP program, and President/Superintendent Weichert.

Thirty seven students, sixteen faculty members and three counselors were interviewed by telephone about their experiences with the REPP program.

REPP contracts, budget reports and student schedules, Learning Assistance Center tutorial service data, and Business Office check preparation data were gathered and analyzed to produce a report on the costs and revenues accruing to the REPP program.

Humboldt and Del Norte county labor market data was obtained from Marketing Director, Jane Hill.

Though it was sought with some vigor, there is insufficient data available to determine entering skill levels of present and future student populations. There is also no reliable way to predict the impact of the local economy on college enrollment.

These data and the ideas they generated were discussed with President/Superintendent Weichert before compilation and preparation of this report.

## SUMMARY OF FINDINGS

### Overview of the REPP Program

The Redwood Employee Protection Plan was created by the Federal government to compensate employees of the timber industry for job losses resulting from the redwood park expansion.

In 1979 College of the Redwoods subcontracted with the Employment Development Department to provide training services to eligible REPP recipients.

As subcontractor, CR administers the re-training programs providing counseling,tutorial, and program planning services to students in addition to enrolling them in the appropriate college courses. The Employment Development Department is responsible for job placement.

In Fall 1980 there were 191 REPP students enrolled, 124 of whom were still in the program June 1, 1981. Ninety nine REPP students were enrolled Fall 1981 carrying an average of 13.2 units each.

Gary Valdi's June 16, 1981 year end summary report of the REPP program stated that 65 percent of REPP students are enrolled in vocational-technical programs; 19 percent are enrolled in business programs; 6 percent are enrolled in pre-college remedial courses; and 10 percent have other majors.

The REPP program is expected to lose its funding October 1984.

### Student Survey Analysis

Twenty three currently enrolled REPP students and fourteen discontinued REPP students were interviewed by telephone (see Appendix A for a copy of the questionnaire and a summary of results). Significant conclusions that may be drawn from the interviews include:

1. REPP students are satisfied with the program, their courses, and their instructors, and prefer to be in regular classes with other non-REPP students.
2. Among both currentand discontinued REPP students, there is strong interest in an "Introduction to College" course.
3. Among students currently in the program, there is a need for more information, encouragement and guidance with regard to exploring new careers and educational opportunities.

### Instructor Survey Analysis

Sixteen instructors were interviewed by telephone (see Appendix B for a copy of the questionnaire and a summary of the results). Significant conclusions that may be derived from the interviews

include:

1. The REPP program and/or students have had no significant negative impact on any instructor or course. For the most part, instructors enjoy having the highly motivated REPP students in their classes and report their performance to be "better than average." Instructors describe REPP as "a good program."
2. Despite high local unemployment, there has not been an overall increase in the numbers of adults coming to school for job skills. In fact, some (25%) report a decline in the numbers of returning adults in their classes.
3. Instructors feel the college is doing a good job of meeting the needs of returning adults and can continue to do so when REPP money runs out.
4. The most common complaints instructors heard from adult re-training students were of inadequate career counseling and job placement. The bases for these complaints lie in our economy making them difficult to resolve.
5. There were many comments from instructors expressing concern that the college apply its dwindling resources to those students and programs most likely to succeed. In this regard, REPP is viewed more favorably than other specially funded programs.

Counselor Survey Analysis

Three counselors regularly involved with REPP students were interviewed. (For a summary of interview questions and results see Appendix C). Significant conclusions that may be drawn from the interviews include:

1. Counselors share a favorable view of the REPP program and students, noting high success rates, especially as compared with those of students in other specially funded programs.
2. As did instructors and students, counselors identified a need to provide personal as well as occupational/academic counseling to REPP and re-entry students to help them with problems of self-image and balancing home/school responsibilities.
3. Job placement of REPP students is a major problem. Though it is not the responsibility of the college, counselors express frustration with the difficulty of obtaining work experience and job placements.
4. Counselors, like instructors, feel that CR is adequately meeting the needs of returning adult-students and that additional resources are probably not needed to provide continued good service unless there is a sudden influx of these students. At least one counselor suggested that high local unemployment will not lead to increasing numbers of returning adult students unless they are funded by a special program such as REPP.

## Job Market Data Analysis

Though CR offers many occupational training programs, job opportunities in Humboldt and Del Norte counties from 1980-85 will be severly limited according to labor reports. (See Appendix D). Most employable will be those students who prepare to become:
Secretaries
Bookkeepers and Account clerks
Registered Nurses
Nurses Aids, Orderlies
Law Enforcement Officers

There will be some, though fewer, opportunities for:
Carpenters
Auto Mechanics
Heavy Equipment Mechanics

Outside of these few training areas local job opportunities will be poor.

## Cost/Revenue Analysis

Cost of administering the program and materials and supplies cost incurred by the students are reimbursed to the College. During Fall Quarter 1981 these amounted to $17,907. Tutorial counseling, and business office services cost are not reimbursed and for Fall 1981 totalled $2,619.15. The 99 REPP students enrolled Fall 1981 generated 26.418 ADA bringing $44,910.60 in State revenue to the college. Net revenue to the District from the REPP program Fall 1981 was $42,291.45. (See Table I).

TABLE 1

Summary of REPP Program Cost for Fall Quarter 1981

| | |
|---|---|
| **Reimbursed Costs** | |
| I. Administrative Costs | |
| A. Salaries and benefits for one full-time clerical assistant and 1/3 time administrator | |
| B. Printing and duplicating costs | |
| Subtotal: | $ 7,707.00 |
| II. Student contract expenses | |
| A. Course fees | |
| B. Tools and equipment | |
| C. Books and supplies | |
| Subtotal: | 10,200.00 |
| *TOTAL REIMBURSED: | $17,907.00 |
| **Non-Reimbursed Costs** | |
| I. Counseling Services (3 part-time counselors) | |
| A. Valdi (2% of load) | |
| B. Sheldon (5%) | |
| C. Pyke (33%) | |
| (at average $2,000/mo salary) | |
| Subtotal: | $ 2,220.00 |
| II. L.A.C. Tutorial Services (104.5 hours @ 3.35) | |
| Subtotal: | 350.91 |
| III. Business Services (for check and fees preparation and mailing costs) | |
| Subtotal: | 48.24 |
| TOTAL NON-REIMBURSABLE COSTS | $ 2,619.15 |
| TOTAL COST OF REPP PROGRAM, FALL 1981 | $20,526.15 |
| TOTAL STATE REVENUE GENERATED BY REPP STUDENTS, FALL 1981 (26.418 ADA) | $44,910.60 |
| NET REVENUE TO THE COLLEGE (ADA revenue minus non-reimbursed costs) | $42,291.45 |

*Total reimbursed cost for 1981-82 will be $26,669 including $20,688 salaries; $5,331 benefits; $600 duplicating and printing; $50 office supplies.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Overall, the REPP program has been beneficial to the college. Instructors have had no major difficulties adapting their courses and teaching styles to accommodate REPP students and have been pleased with their attitude and performance in classes. Students report a high degree of satisfaction with the program and feel they benefit from being in it. The program is "cost effective" with REPP student generated ADA revenues far exceeding the cost to the college of operating the program. Additionally, the REPP program provides a valuable service to the community by meeting the needs of a segment of the local population not previously served.

There are two unavoidable negative aspects of REPP, or any similar categorically funded job training program. The first is the necessity of meeting Federal and State agency documentation requirements and conforming to operational guidelines that may be counterproductive to program objectives. For example, many REPP students, as well as the REPP administrator have complained that students often need courses that do not qualify for funding or have difficulty obtaining tools required for lab or shop work.

Secondly, despite adequate career counseling and coursework preparation, students may be unable to find employment in their chosen fields. Although job placement is not the responsibility of the college, it may be the recipient of negative feelings and derogatory comments when students try to re-enter an increasingly narrow job market.

On the basis of the data gathered and the conclusions drawn therefrom, several recommendations can be made.

### Recommendations Regarding the REPP Program

1. Continue the REPP program at its present level of service until funding expires.
2. Seek extensions of funding or alternative funding for the REPP program.
3. Administrators and counselors should make special efforts to clarify to REPP students that work experience and job placement opportunities are scarce and not the responsibility of the college and that relocation will probably be necessary to obtain work in other than a few job categories.
4. Develop an introduction to college course (for all re-entry students) that helps build self confidence and develop problem solving skills in addition to orienting students to college programs and facilities.
5. Develop an intensive, fast-paced, one quarter course for brushing up "rusty" skills.

Recommendations Regarding Specially Funded Programs In-general

Taking into consideration current limitations on ADA growth, classroom space and instructional budgets, as well as the many beneficial aspects of having specially funded programs on campus, it is recommended that the college seek out and participate in specially funded programs which:

1. meet a community need that is not, or cannot more appropriately be, met by another agency; and
2. are likely to meet their stated objectives (operational guidelines and reporting requirements of a program should not be overly restrictive or counterproductive to the achievement of its objectives); and
3. involve students who are likely to succeed in regular college courses and programs; and
4. are cost effective, though not necessarily profit-making for the college.

## APPENDIX A

## STUDENT SURVEY AND RESULTS

Discontinued REPP Students (N=14)

Student's Name _____ Date Interviewed February, 1982

Name of Interviewer Leigh Piercey

REPP QUESTIONNAIRE

We're trying to find out how the REPP retraining program at CR can be improved. May I ask you a few questions about your experience in the program?

The first questions are very general.

1. What is your course of study? 7 Voc Tech; 3 Business; 4 other

2. How much has your program of study increased your works skills and academic skills?

   20% not at all 12% little 12% moderate amount 55% greatly

3. Have you been given enough information, encouragement and guidance for you to explore new careers and educational opportunities?

   70% Yes 30% NO

The next questions are more specific.

4. What courses have helped you most?

   All. Specifically mentioned were: auto body; English; Sociology; Psychology; Speed Reading; Note Taking; Tech Math; Counseling.

5. What teachers have been most helpful?

   All. Many instructors were mentioned by name.

6. What courses did you consider a waste of time?

   None. (One student each did not like: TV class; Speech; History; English 50; Beginning Photography)

7. If you could invent a "most helpful" course, what would it be?

   Individualized instruction, Basic English, Homework Skills, General Office Machines, and Solar Construction were mentioned.

8/9

8. Would you feel more comfortable in classes where everyone was your own age and there for the same reason as you or does a regular classroom mix feel okay?

30% everyone same 70% mix

9. Would you like to have (or wish you'd had) a course called "Introduction to College" that taught you study skills, reviewed basic reading, writing, and math.

70% yes 30% no

10. How helpful was your counselor?

50% great 28.5% moderate 21.5% little

11. What would you change about the classes or counseling you've had to make them better.

Most students were satisfied.

A need for better orientation and counseling was mentioned.

12. Comments?

"Good Program" or no particular comment was received from most respondents.

Current REPP Students (N=23)

Student's Name_____ Date Interviewed February, 1982

Name of Interviewer Leigh Piercey

REPP QUESTIONNAIRE

We're trying to find out how the REPP retraining program at CR can be improved. May I ask you a few questions about your experience in the program?

The first questions are very general.

1. What is your course of study? 19 Voc Tech; 3 Business; 1 Police Science

2. How much has your program of study increased your works skills and academic skills?

   0 not at all 4% little 25% moderate amount 71% greatly

3. Have you been given enough information, encouragement and guidance for you to explore new careers and educational opportunities?

   52% Yes 48% NO

The next questions are more specific.

4. What courses have helped you most?

   All. Others mentioned included Construction, English, Welding, Reading, Math, General Education, Diesel, Machine Shop, Computer.

5. What teachers have been most helpful?

   All

   Many instructors were mentioned by name.

6. What courses did you consider a waste of time?

   None. (Health Ed., English, Math, Speech, History and Algebra were each mentioned by a student.)

7. If you could invent a "most helpful" course, what would it be?
   Basic Spelling, Reading and Pre-College Skills.

8. Would you feel more comfortable in classes where everyone was your own age and there for the same reason as you or does a regular classroom mix feel okay?

_____ everyone same 100% mix

9. Would you like to have (or wish you'd had) a course called "Introduction to College" that taught you study skills, reviewed basic reading, writing, and math.

72.5% yes 27.5% no

10. How helpful was your counselor?

20% great 50% moderate 10% little 10% none 10% N/A

11. What would you change about the classes or counseling you've had to make them better.

Most students were satisfied. Mentioned was better counseling needed and other miscellaneous comments.

12. Comments?

Most complaints related to late payments and paperwork requirements.

## APPENDIX B

## INSTURCTOR SURVEY AND RESULTS

### REPP INSTRUCTORS' SURVEY

Name of Instructor _____ Date Interviewed _____

Name of Interviewer _____

1. In what courses do you teach REPP students? _____

   _____

   _____

   a. Approximately how many students per quarter? _____

2. Are any of these classes for REPP students only? If so, which ones, and how many students are enrolled? _____

   _____

3. Compared to the average student in your classes, how do REPP students perform?

   _____ Above Average _____Average _____Below Average _____Failing

The following questions address the impact teaching REPP students has had on "normal operating procedures."

4. Have you had to significantly change the way you teach to accommodate REPP students? _____Yes _____No

   a. If yes, how have you changed? _____

   _____

   _____

5. Are there extra or special costs (in time or money) involved in teaching or advising REPP students? _____Yes _____No

   a. If yes, what is the nature and amount of these costs? _____

   _____

   b. In your opinion, can you continue to meet the educational needs of REPP students once special funds are no longer available? _____Yes

   _____No _____Maybe

REPP Instructors' Survey

Even though the REPP program may end, the types of courses and services developed for REPP students may need to continue if there are many students with the same types of needs as REPP students. The following questions are to get your perspective on whether or not this is a likely future trend.

6. Is the proportion of non-REPP adult workers (employed or unemployed) seeking additional training or job retraining _____increasing, or _____decreasing, or _____staying about the same in relationship to other students in your classes?

   a. If you see the number of this type of student is increasing, are you planning to change your courses or your teaching style to accommodate them?

      _____Yes _____No _____Maybe

   b. If so, what kinds of changes do you need to make? (new courses, etc.)

      _____

      _____

These next questions ask you to draw on your classroom and personal experiences with returning adult students.

7. Have you identified any specific needs they have that are not, but could successfully be, met by the College?

   _____

   _____

8. What major complaints about the present "system" would you make on their behalf?

   _____

   _____

As you know, everyone on campus is being asked his/her view on what the college's major priorities should be in the face of budget, and ultimately, program cuts. In your best planning judgment:

9. Should the college put _____more, _____less, or _____the same amount of human, material, and fiscal resources into programs and services for returning adult students?

A meeting of REPP involved faculty and staff will be scheduled in March to discuss the results of this survey and explore:

a. the costs/benefits of providing REPP programs and services;

b. the need for continuing REPP-type courses, programs and services for non-REPP students;

c. the usefulness of REPP courses, programs, and services to other students on campus; and

d. alternative approaches to meeting the needs addressed by the REPP program.

Thank you for your assistance with this survey. Are there any additional comments you'd like to make?

_____

_____

_____

INSTRUCTOR SURVEY RESULTS

| 1. Instructor | Courses Taught | Approx. # of Students/ Quarter |
|---|---|---|
| 1. LaVon Heath | Engl. 177A,B,L, Reading I, II, III | 15 |
| 2. Bill Morris | Engl. 170R, 170W | 8-10 |
| 3. Wally Soper | WT 60,61,62,67 | 5 |
| 4. Tom McCorkendale | MT 60 A,B,C MT 61 A,B, IT 62A,B,C, MT 53 A,B, MT 52 | 12 |
| 5. Dick Dart | Truck Driving | 4 |
| 6. John Reese | All electronics | 8 |
| 7. Bill Coyle | ET 32B | 6 |
| 8. Larry Doyle | Machine Shop Classes | 15 |
| 9. Ralph Bumpus | AT 50; 52 A,B; 54 A,B | 3-5 |
| 10. Milt Freitas | Auto | 3 |
| 11. Keith Wininger | Diesel Repair | 8 |
| 12. Dick Atwell | CT 81, CT 80,82,85,86,87, 90 ABC, 95 ABC, 65 ABC | 16 |
| 13. Allen Johnson | All welding | 12 |
| 14. Garland Sloan | Carpentry-house construction | 8-10 |
| 15. Joanne Beauchamp | Guidance 45 | 2-8 |
| 16. Bob Furber | Accounting & Business Machines | 15-20 |

2. There are no classes which are offered for REPP students only unless one is offered during the summer.

3. Compared to the average student in class, REPP students perform:

10 above average

5 average

1 below average

Reasons cited for REPP students' above average performance were:
A. superior motivation and attitude
B. pre-screening of REPP participants

4. One-fourth (25%) of respondents said they did have to significantly change the way they teach to accommodate REPP students. Changes made included:
   A. More consideration given to REPP students because of their lack of basic skills.
   B. Going more slowly in classes.
   C. Having to handle classes of inflated size because of REPP students' presence. In some labs this is a safety hazard.
   D. Redesigning assignments because REPP students can do more (Reading lab).

5. Two respondents (out of a total of 16) cited extra costs in time, money, or equipment incurred when dealing with REPP students. Costs mentioned were:
   A. Extra time spent in career counseling.
   B. Extra time spent developing tool lists.
   C. Extra time spent reading to students (handouts, directions, etc.)
   D. Increased lab equipment/tool supply and replacement costs.

   In programs where there are additional shop/tool/equipment supply costs budget constriction and imposition of the ADA cap will limit the ability to meet the educational needs of REPP students.

   In programs where no such special costs are incurred, respondents felt they could continue to meet the educational needs of REPP students after special funding expires.

6. Although reports tell us there is a national trend of "older adult" students returning to school, that trend is not clearly supported by this survey. According to respondents (and relative to other students in their classes):
   A. There are increasing numbers of non-REPP adult students in the following areas:
      1. Remedial reading and writing (1)
      2. Machine technology (1)
      3. Business (1)
   B. The proportion of older adult students is decreasing in:
      1. Electronics (2)
      2. Automotive technology (1)
      3. Construction technology (1)
   C. The majority of respondents (9) indicated that the proportion of older adult students in their courses is about the same as it has been for the past year or so.

   Several people cited changes they would make in their course offerings or content if there were to be an influx of older adult students:
   A. Tailor special exercises to their needs (reading).

B. Develop special course(s) for females entering non-traditional occupational areas.
C. Spend more time with the highly motivated/likely to succeed student and less on those needing extensive basic skills remediation.

7. Twelve (12) respondents (75%) indicated they think the college is doing an excellent job of meeting the needs of older adult students and did not identify any unmet needs. However, 4 respondents felt needs were unmet, but could be met, by the college in the following areas:
   A. Counseling by occupationally aware and experienced counselors.
   B. Personal counseling for crisis management; home adjustment problems, etc.
   C. Extensive evaluations upon entrance for each student.

8. Only 4 respondents said they had heard no complaints about the present "system". Complaints made on behalf of the returning adult student included:
   A. Counselors advise poorly because they do not know enough about the occupational world.
   B. Vocational classes are too crowded.
   C. Need more work experience and job placement services.
   D. Need orientation to college, programs, and job opportunities.

   REPP-specific complaints include:
   A. Irregular and late payments.
   B. No pay for taking recommended electives.
   C. Too much time on paperwork and attending meetings.

9. The question that was most difficult for people to answer asked whether the college should put

   (4½) more

   (1) less

   (9½) the same

   amount of its human, material, and fiscal resources into programs and services for returning adult students.

   The majority of respondents felt that we were meeting needs quite well at our current level of resource allocation. Some of these respondents felt the level could change in proportion with unemployment in the local area. One respondent felt no more resources need be invested but that we should use our resources "differently" to be more effective.

   Respondents supporting greater allocation of resources cited increasing unemployment and the corresponding need for job retraining in our community, as the basis for their decision.

   Less investment of resources was suggested by one respondent who felt that those students who are successful would/will be so "regardless."

A variety of comments were offered addressing issues not covered by the survey or expanding upon questions asked.

The most common comments were:

1. REPP is a good program.
2. Workers over 30 tend to be more stable and reliable students (REPP screening has helped in this regard) and
3. We should not spend time or money on students who are chronically unproductive and will never "make it" (we should crack down more on special program malingerers). Although there was general agreement that REPP is a good program, respondents felt that it shouldn't continue forever.

Particular problems with the REPP program are mentioned in the following comments:

1. REPP students often can't be placed even after they are trained--because
   a. there are no jobs locally.
   b. they will not accept entry-level positions for which they qualify
2. REPP students are less "teachable" than younger students (because of "fixed" ideas) and less successful in the long run.

A general comment cited by a few respondents was that we need to develop entry-level classes designed especially for returning adults.

A general observation, summarizing many comments, is that some instructors would prefer to have more younger people, and some prefer to have more older people, in their classes. The age spread in community college classes is not a new problem but it is a continuing one.

## APPENDIX C

## COUNSELOR SURVEY AND RESULTS

REPP Counselor Survey

1. What percentage of your total counseling load is made up of REPP students?

2. Is the time required to counsel REPP students:

   _____more _____less _____same

   as the average student you counsel?

3. As compared with other students are REPP students:

   _____above average _____average _____below average

   in their success/completion rates?

4. As compared with other students do

   _____more _____less _____the same

   number of REPP students need remediation courses and services?

5. What are the most common counseling problems when dealing with REPP students?

6. Should the college place more priority on programs and services for returning adults?

7. General comments and/or suggestions for improving programs and services.

## COUNSELOR SURVEY RESULTS

Counselors surveyed: Gary Valdi, Harry Pyke, Greg Sheldon

1. REPP students as a percentage of total counseling load.
   Valdi 2-5%
   Pyke 33%
   Sheldon 5%

2. All three counselors said REPP students required more counseling time than the average student initially. Otherwise there is no difference in time spent with REPP students as compared with the average CR student.

3. Two counselors said REPP students have higher than average success/completion rates. One counselor said they are average. As compared with students in other "special" (categorically funded) programs, REPP students are more likely to succeed. Good motivation and attitude are the reasons cited for REPP students' success.

4. In comparison with the "average CR student," more (approximately 75%) REPP students are in need of remediation. However, they generally require no more than one quarter of remedial work to "brush up" their rusty skills, and tend not to need ongoing remedial coursework. The exception is the REPP student for whom English is a second language. These students need extensive, ongoing remediation and tend to have low success/completion rates.
   One counselor said many REPP students would benefit from an acclerated remediation program.

5. Most of the problems REPP students bring to counselors are common to re-entry students in general, stemming from a lack of self-confidence about their ability to succeed in college and difficulties in juggling home/school responsibilities.
   (a) Some problems peculiar to REPP students were also mentioned. They centered around the difficulties of job placement and included:
      1. reluctance to relocate for a job,
      2. reluctance to accept entry-level job placements,
      3. lack of qualifications for job placement even after course work is completed,
      4. lack of available job and work experience opportunities.

6. When asked whether they thought the college should place more priority on programs and services for returning adults, the general feeling was that we are doing enough UNLESS there is another large influx of unemployed adults. Even with high unemployment in the local area, one counselor suggested that it is unlikely that this group of people will return to school <u>unless</u> they are funded under another special federal program. This point, in particular, merit further discussion as at least one counselor (and state and national reports) predict that there <u>will</u> be increasing numbers of unemployed adults returning to school.

7. Some ways the present programs for returning adults could be improved were suggested, including:
   1. developing special [illegible]ive entry and remedial courses.
   2. expanding our present placement services.

APPENDIX D

JOB MARKET DATA

TABLE 2.2

SELECTED OCCUPATIONS WITH SUBSTANTIAL JOB OPPORTUNITIES

1980-1985 HUMBOLDT/DEL NORTE COUNTIES

These occupations are expected to have the greatest number of job opportunities within their respective occupational categories between 1980 and 1985. Because this table reflects only the demand for these occupations, training programs and career decisions should be developed only after the supply situation is considered. For example, there may be many job opportunities in one of these occupations, but an even larger number of persons applying for these jobs.

Job opportunities result from industry change and replacement of workers who leave the labor force for extended periods. The column "Average Annual Job Opportunities" represents job opportunities resulting from new jobs and replacement needs. The column "Percent Due to Replacement" represents the percent of top "Total Job Opportunities 1980 - 1985" that are due to labor force separations only.

| Occupations With Substantial Job Opportunities.[1] | Employment 1980 | Total Job Opportunities 1980 - 1985 | Average Annual Job Opportunities | Percent Due to Replacement |
|---|---|---|---|---|
| Professional, Technical, Kindred | | | | |
| Registered Nurses | 725 | 338 | 68 | 45.6 |
| Elementary School Teachers | 1,318 | 184 | 32 | 100.0 [2] |
| Managers, Officials Proprietors | | | | |
| Other Managers, Administrators[1] | 3,535 | 1,314 | 263 | 51.8 |
| Restaurant, Cafe, Bar Managers | 357 | 126 | 28 | 50,0 |
| Bank, Financial Managers | 278 | 117 | 23 | 31.6 |
| Sales Workers | | | | |
| Sales Workers, nec[1] | 2,589 | 816 | 163 | 60.3 |
| Clerical Workers | | | | |
| Secretaries, Other | 1,547 | 620 | 124 | 48.7 |
| Bookkeepers, Account Clerks | 1,336 | 115 | 83 | 65.1 |
| Cashiers | 673 | 263 | 53 | 40.7 |
| Miscellaneous Clerical Workers, nec[1] | 403 | 188 | 38 | 38,8 |
| Receptionist | 355 | 137 | 27 | 61.2 |
| Crafts and Kindred Workers Blue Collar Workers | | | | |
| Supervisors, nec | 1,077 | 236 | 47 | 57.2 |
| Carpenters | 723 | 144 | 29 | 71.5 |
| Auto Mechanics | 676 | 131 | 26 | 55.0 |
| Heavy Equipment Mechanics | 476 | 111 | 27 | 55.9 |
| Operatives | | | | |
| Truck Drivers | 1,459 | 218 | 48 | 60,1 |
| Service Workers | | | | |
| Waiters, Waitresses | 1,127 | 435 | 87 | 42.3 |
| Cooks, Excluding Private | 866 | 389 | 78 | 41.1 |
| Janitors and Sextons | 1,082 | 306 | 62 | 88.2 |
| Guards | 417 | 207 | 53 | 56.2 |
| Bartenders | 404 | 208 | 47 | 41.3 |

[1] "Other Managers, Administrators," "Miscellaneous Clerical Workers," and "Sales Workers" are summary categories representing a large number of distinct occupations, few of which are particularly large on their own.

[2] A percentage of 100.0 indicates that 1985 employment in that occupation will be the same as, or less than, 1980 employment. As a result, all openings will be due to the need to replace workers.

## OCCUPATIONS WITH THE GREATEST NUMBER OF AVERAGE ANNUAL JOB OPPORTUNITIES HUMBOLDT/DEL NORTE COUNTIES, 1980 - 1985

The occupations listed below are expected to have the greatest number of new job opportunities as a result of industrial change and replacement needs between 1980 and 1985. However, because this table reflects only the demand for these occupations, training programs or career decisions should be developed only after the existing supply situation is taken into account

Since industry trends affect occupations in varying ways, the underlying national and local economic assumptions used to make the industry projections apply to occupational development as well. These economic asusmptions, as described previously in this report, should be viewed in light of current conditions.

| Occupation | 1980 Employment | Average Annual Job Opportunities | Job Opportunity Ratio[1] |
|---|---|---|---|
| Total, All Occupations | 61,500 | 3,011 | 5.52 |
| Other Managers, Administrators | 3,707 | 239 | 6.45 |
| Secretaries, Other | 1,496 | 163 | 10.98 |
| Sales Clerks, Retail Trade | 1,681 | 132 | 7.83 |
| Waiters, Waitresses | 1,318 | 123 | 9.32 |
| Bookkeepers | 1,400 | 113 | 8.07 |
| Janitors and Sextons | 1,262 | 81 | 6.44 |
| Elementary School Teachers | 1,088 | 75 | 6.91 |
| Registered Nurses | 725 | 69 | 3.57 |
| Typists | 623 | 60 | 9.81 |
| Nurses Aides, Orderlies | 619 | 58 | 9.40 |
| Cooks, Exc. Private | 843 | 58 | 6.81 |

[1]See Glossary. The job opportunity ratios in this colum were computed from unrounded data and may not match exactly those computed using the figures in the "1980 Employment" and "Average Annual Job Opportunities" column.

[2]"Other Managers, Administrators" is a summary title that represents occupations requiring highly diverse skills, knowledges, and abilities. This category contains a large number of distinct occupations, few of which are particularly large on their own. These occupations cover a broad spectrum of industries and range from plant, office and store managers, and management trainees to contract administrators, administrative assistants, and executive officers, and various agents.

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
8118 MATH-SCIENCES BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

APR 15 1983